

**ANNUAL REPORT**

**TECHNOLOGY ASSISTED PROJECT-BASED INSTRUCTION  
PROGRAM**

**2006-2007**

**Participants:**

**Deer Valley Unified  
Lake Havasu Unified  
Marana Unified  
Mesa Unified  
Peoria Unified  
Tempe Union  
Tucson Unified**

**Arizona Connections Academy  
Arizona Distance Learning  
Arizona Virtual Academy  
Humanities and Sciences Academy  
Kids at Hope Academy  
Pinnacle Education Virtual High School  
Primavera Online High School**

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*This report is mandated by A.R.S. §15-808, which requires each school participating in the Technology Assisted Project-Based Instruction (TAPBI) program to submit a self-report regarding its program to the State Board of Education (SBE), State Board for Charter Schools (SBCS) and JLBC Staff by August 1st of each year. A.R.S. §15-808(D) requires the SBE and JLBC Staff to collaboratively compile and evaluate information submitted in the self-reports and forward findings to the Governor, Speaker of the House and President of the Senate by November 15th. This report was prepared by staff of the State Board of Education, State Board for Charter Schools and Joint Legislative Budget Committee.*

## **Executive Summary**

The TAPBI program was established by the Legislature in 1998 (Laws 1998, Chapter 224) in order to “improve pupil achievement and extend academic options beyond the four walls of the traditional classroom.” Two school districts and two charter schools have participated in TAPBI since 1998: Deer Valley Unified, Mesa Unified, Sequoia Choice (Arizona Distance Learning) and Arizona Virtual Academy (formerly part of PPEP TEC charter school). The program added 10 additional school districts and charter schools (5 each) in FY 2004 due to a program expansion authorized by Laws 2003, Chapter 241. No change in program participants has occurred since FY 2004. *(For additional background information regarding TAPBI, please see the Arizona State Senate “Issue Brief” on this topic at [www.azleg.gov/briefs.asp](http://www.azleg.gov/briefs.asp).)*

Starting in FY 2006, the 14 TAPBI sites were required to follow a uniform reporting format developed by the State Board of Education and State Board for Charter Schools. This format requires sites to provide data regarding TAPBI enrollments, student achievement, program funding and costs. Reported data are summarized in the tables below. Substantial gaps exist in the reported data, particularly with regard to student achievement, program funding and costs for school district participants. In addition, much of the reported funding and expenditure data are non-comparable, as some sites reported them on a per pupil basis, while others reported total amounts only. A brief discussion of each type of reported data appears below.

### **Program Enrollment**

As shown in *Table 1*, TAPBI sites reported a total of 27,461 enrolled pupils for FY 2007. This total consisted mostly of “full-time” students (50%), followed by “concurrent” students (29%) and “part-time” students (21%). “Concurrent” students attend both a TAPBI site and another public school during the same academic year, which are required by law to share state funding for them based on the percent of time attended at each site. *(Note: An October 2007 Auditor General report on TAPBI indicates that this “fund sharing” is not occurring. See “Auditor General Report” section below for more information.)* Sites with particularly large percentages of concurrent students indicate that their students often sign up for TAPBI in order to make up credits, accelerate their schedule or make time for band or other extracurricular activities at their “home” public school. Data in *Table 1* have been adjusted to avoid double counting of concurrently enrolled pupils, where required.

*Table 1* provides enrollment rather than “Average Daily Membership” (ADM) data and, therefore, does not show the number of ADM pupils funded at each site under the Basic State Aid funding formula. ADM counts typically are lower than enrollments because pupils who are enrolled in school part-time are counted as being only a fraction of an ADM pupil. Arizona Department of Education’s most recently reported ADM for TAPBI is 7,397.

**Table 1: Student Enrollment**

<b>TAPBI Site</b>	<b>Student Enrollment</b>			
	<b><u>Part-Time</u></b>	<b><u>Full-Time</u></b>	<b><u>Concurrent</u></b>	<b><u>Total</u></b>
Deer Valley Unified	625	5	0	630
Lake Havasu Unified	21	115	336	472
Marana Unified	103	11	37	151
Mesa Unified	2,466	569	802	3,837
Peoria Unified	0	0	173	173
Tempe Union	0	0	248	248
Tucson Unified	24	17	6	47
Arizona Connections Academy	0	674	0	674
Arizona Distance Learning	20	2,233	70	2,323
Arizona Virtual Academy	2,306	1,266	124	3,696
Humanities and Sciences Academy	0	962	0	962
Kids At Hope Academy	216	249	60	525
Pinnacle Virtual School	0	2,543	3,243	5,786
Primavera Technical Learning Center	<u>0</u>	<u>5,112</u>	<u>2,825</u>	<u>7,937</u>
<b>Totals</b>	<b>5,781</b>	<b>13,756</b>	<b>7,864</b>	<b>27,461</b>

**Special Education and English Learner Enrollments**

The current reporting format also requires TAPBI sites to provide separate counts for special education and English Learner pupils. Those data are summarized in *Table 2*. *Table 2* shows that special education pupils comprise about 4% of statewide TAPBI enrollment versus approximately 11% for school districts in general. The proportion of special education pupils varies considerably from site to site, however, ranging from a high of 12% to a low of 0%. Reported data for English Learners indicate that they account for about 0.004% of statewide TAPBI enrollment versus approximately 14% for school districts in general. Only 10 English Learners were reported as enrolling in TAPBI programs statewide for FY 2007.

**Table 2: Special Education and English Learner Enrollments**

<b>TAPBI Site</b>	<b>Student Enrollment</b>			
	<b><u>Special Education</u></b>		<b><u>English Learners</u></b>	
	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>
Deer Valley Unified	20	3%	5	1%
Lake Havasu Unified	5	1%	0	0%
Marana Unified	6	4%	0	0%
Mesa Unified	18	1%	5	0.1%
Peoria Unified	11	2%	0	0%
Tempe Union	1	0.03%	0	0%
Tucson Unified	0	0%	0	0%
Arizona Connections Academy	60	9%	0	0%
Arizona Distance Learning	86	4%	0	0%
Arizona Virtual Academy	436	12%	0	0%
Humanities and Sciences Academy	50	4%	0	0%
Kids At Hope Academy	21	4%	0	0%
Pinnacle Virtual School	106	2%	0	0%
Primavera Technical Learning Center	<u>143</u>	<u>4%</u>	<u>0</u>	<u>0%</u>
<b>Totals</b>	<b>963</b>	<b>4%</b>	<b>10</b>	<b>0.004%</b>

**Test Scores**

FY 2007 TAPBI reports include data on Terra Nova and AIMS tests for TAPBI pupils versus public school pupils in general. Those data are summarized in *Tables 3 and 4*. (Please see attached site reports for detailed data. Data are not available for some sites.) *Table 3* shows that for the nationally norm-

referenced Terra Nova assessment, TAPBI sites as a whole tested at or above state averages for Reading and Language, but below state averages for Math. *Table 4* shows that for the AIMS test, TAPBI sites as a whole tested at or above state averages for Reading, but below state averages for Math and Writing. The relatively high or low test scores for individual sites in *Tables 3 and 4* do not necessarily reflect differences in program quality, as they are “snapshot” rather than “value added” in nature. In addition, since 29% of TAPBI students reportedly were enrolled in both TAPBI and a non-TAPBI public school during FY 2007 (*see Table 1*), it is difficult to isolate the academic impact of TAPBI versus non-TAPBI instruction for many TAPBI sites.

**Table 3: Terra Nova Test Scores**

TAPBI Site	# of Grades Tested	# of Grades At or Above State Averages		
		Math	Reading	Language
Deer Valley Unified <sup>1/</sup>		(no data available)		
Lake Havasu Unified <sup>2/</sup>		(data not reported)		
Marana Unified	1	1	1	1
Mesa Unified	8	5	7	6
Peoria Unified <sup>1/</sup>		(no data available)		
Tempe Union <sup>1/</sup>		(no data available)		
Tucson Unified <sup>2/</sup>		(data not reported)		
Arizona Connections Academy	8	0	7	7
Arizona Distance Learning	8	7	8	8
Arizona Virtual Academy	8	0	6	6
Humanities and Sciences Academy <sup>2/</sup>		(data not reported)		
Kids At Hope Academy	1	0	0	0
Pinnacle Virtual School	1	0	0	0
Primavera Technical Learning Center	1	0	1	1
<b>Totals (for available data)</b>	<b>36</b>	<b>13</b>	<b>30</b>	<b>29</b>
	<b>100%</b>	<b>36%</b>	<b>83%</b>	<b>81%</b>

<sup>1/</sup> Site indicates that all students were concurrently enrolled and therefore were tested at their “home campus”.  
<sup>2/</sup> Data not reported for privacy reasons due to very small sample size.

**Table 4: AIMS Test Scores**

TAPBI Site	# of Grades Tested	# of Grades At or Above State Averages		
		Math	Reading	Writing
Deer Valley Unified <sup>1/</sup>		(no data available)		
Lake Havasu Unified <sup>2/</sup>		(data not reported)		
Marana Unified <sup>2/</sup>		(data not reported)		
Mesa Unified	9	3	6	2
Peoria Unified <sup>1/</sup>		(no data available)		
Tempe Union <sup>1/</sup>		(no data available)		
Tucson Unified <sup>2/</sup>		(data not reported)		
Arizona Connections Academy	7	0	5	1
Arizona Distance Learning	9	6	9	4
Arizona Virtual Academy	8	0	5	1
Humanities and Sciences Academy	3	1	3	0
Kids At Hope Academy	3	0	0	1
Pinnacle Virtual School	3	0	1	1
Primavera Technical Learning Center	3	0	2	1
<b>Totals (for available data)</b>	<b>45</b>	<b>10</b>	<b>31</b>	<b>11</b>
	<b>100%</b>	<b>22%</b>	<b>69%</b>	<b>25%</b>

<sup>1/</sup> Site indicates that all students were concurrently enrolled and therefore were tested at their “home campus.”  
<sup>2/</sup> Data not reported for privacy reasons due to very small sample size.

## Revenues and Expenditures

Tables 5 and 6 summarize detailed revenue and expenditure data. Some reported data appear to be non-comparable among sites due to differing interpretations of accounting categories listed on report forms and because some sites did not report numbers on a per pupil basis.

**Table 5: Reported Revenues Per Pupil**

<b>TAPBI Site</b>	<b>State Equalization Formula</b>	<b>Classroom Site Fund</b>	<b>School Improvement Fund</b>	<b>Total</b>
Deer Valley Unified		(reported no revenues)		
Lake Havasu Unified		(reported no revenues)		
Marana Unified		(reported no revenues)		
Mesa Unified	4,875	412	46	5,333
Peoria Unified	5,070	333	48	5,452
Tempe Union		(data not comparable)		
Tucson Unified		(data not comparable)		
Arizona Connections Academy	6,262	430	36	6,728
Arizona Distance Learning	5,872	451	30	6,352
Arizona Virtual Academy	5,569	399	42	6,010
Humanities and Sciences Academy		(data not comparable)		
Kids At Hope Academy	6,291	539	49	6,782
Pinnacle Virtual School	5,432	399	29	5,860
Primavera Technical Learning Center	<u>5,597</u>	<u>311</u>	<u>40</u>	<u>5,949</u>
<b>Average</b> (for available data)	<b>5,621</b> <b>93%</b>	<b>409</b> <b>6%</b>	<b>40</b> <b>1%</b>	<b>6,058</b> <b>100%</b>

Table 5 shows that reported data for TAPBI sites indicate that they receive, on average, about 93% of their funding from the Basic State Aid formula, 6% from the Proposition 301 Classroom Site Fund and 1% from the Instructional Improvement Fund established by A.R.S. § 15-978.

**Table 6: Reported Expenditures**

<b>TAPBI Site</b>	<b>Direct Instruction <sup>1/</sup></b>	<b>Admin Services <sup>2/</sup></b>
Deer Valley Unified	(data not comparable)	
Lake Havasu Unified	(reported no expenditures)	
Marana Unified	(reported no expenditures)	
Mesa Unified	\$2,467	\$601,753
Peoria Unified	(data not comparable)	
Tempe Union	(data not comparable)	
Tucson Unified	(data not comparable)	
Arizona Connections Academy	4,528	854,659
Arizona Distance Learning	4,318	1,501,670
Arizona Virtual Academy	3,535	1,505,085
Humanities and Sciences Academy	(data not comparable)	
Kids At Hope Academy	4,543	45,523
Pinnacle Virtual School	3,117	2,497,282
Primavera Technical Learning Center	<u>5,046</u>	<u>943,880</u>
<b>Average</b> (for available data)	<b>\$3,936</b>	<b>\$7,949,852</b>

<sup>1/</sup> Reported per pupil cost.  
<sup>2/</sup> Total Administrative Service cost (not reported on a per pupil basis).

Some sites report TAPBI revenues that substantially exceed expenditures or vice versa. It is uncertain whether such numbers accurately reflect “profits” or “losses” for TAPBI sites due to the reporting issues described above.

### Nature of Self-Reports

The rest of this document consists of a compilation of self-reports from participants for FY 2007. Included in the summary for each self-reported document is a brief analysis of the report by staff of the State Board of Education for school districts or the State Board for Charter Schools for charter schools. This information has not been “audited” or validated in detail by the State Board of Education, the State Board for Charter Schools or JLBC Staff, since A.R.S. §15-808 requires only self-reported data to be compiled for the program.

As noted in the self-reports, in some cases course titles and figures have been condensed to reflect aggregate counts or averages for reporting purposes due to the number of subjects and courses offered by the particular TAPBI program. Detailed reports are available by contacting the Arizona State Board for Charter Schools or the individual TAPBI program.

### Auditor General Report

Laws 2005, Chapter 323 required an audit of the TAPBI program, which was published in late October 2007. The report indicates that the TAPBI program was over funded by \$6.4 million in FY 2006 because funding for individual students who attend both a TAPBI and non-TAPBI site is not being prorated between the 2 sites. Recapturing those monies, however, does not appear to be feasible at the present time because the audit also indicates that “ADE’s computer system cannot perform the (prorated) allocation.”

The report listed 2 other key findings: 1) “Student achievement measures and practices can be improved,” and 2) “TAPBI schools’ operations cost less, but more savings may exist.” Regarding the latter finding, the report indicates that TAPBI schools, on average, have lower per pupil costs than traditional “brick and mortar” schools, but that charter school TAPBI sites tend to have relatively high administrative costs, which could be an area for future savings.

The entire TAPBI report can be viewed at:

[http://www.auditorgen.state.az.us/Reports/School\\_Districts/Statewide/tapbi/Oct07/TAPBI.pdf](http://www.auditorgen.state.az.us/Reports/School_Districts/Statewide/tapbi/Oct07/TAPBI.pdf).